

CLASSICAL ARCHAEOLOGY

Department of Classics

Fall 2020

CLAR 120 – Ancient Cities

This course is an introduction to Mediterranean archaeology, surveying archaeological sites from the Neolithic period (ca. 9000 B.C.) to Late Antiquity (ca. 600 A.D.). The sites, geographic and cultural areas, and chronological periods of study vary depending on instructor. Spring 2020, the course will focus on early city-state and territorial-state formation, introducing basic questions of the origins of cities and states, and the diverse trajectories of development of complex societies Mesopotamia, Egypt, and the Greek Aegean (ca. 9000 B.C. to 300 B.C.). This course does not satisfy classical archaeology major requirements. This course does satisfy the following General Education Categories: Historical Analysis (HS); and World before 1750 (WB).

Instructor: Prof. Donald Haggis

CLAR 244 – Greek Archaeology

The objective of the course is to introduce students to the archaeology of the Greek Aegean through a chronological and historical survey of sites, contexts, artifacts, monuments and assemblages that comprise ancient Greek material culture from the Bronze Age until the end of the Classical period (ca. 3000-300 B.C.).

Instructor: Staff

CLAR 380 – Life in Ancient Pompeii

Ancient Pompeii, the city whose life was snuffed out by a volcanic eruption almost 2000 years ago, has captured the imagination of multitudes since its rediscovery in the late 18th century. In this course students will explore the history and archaeology of this ancient city with the goal of better understanding daily life in the early Roman Empire. How did ancient Pompeians spend their days? What were their houses like? Who ran the city and how were they elected? How did Pompeians cope with the various challenges of city life, such as sanitation and traffic jams? The course proceeds topically, moving from an exploration of the city's public spaces to an analysis of more private domains—Pompeian houses, gardens, and tombs. The reception of Pompeii in contemporary popular culture will be one of our final topics of discussion.

Instructor: Prof. Herica Valladares

CLAR 910 – Seminar: The Roman House

In the past thirty years, the Roman house has been the subject of intense scholarly scrutiny. Questions ranging from the development of the Roman house as an architectural form to the significance of domestic spaces in the articulation of social identities have been explored through a wide variety of analytical approaches and methods. In this seminar, students will be introduced to key texts, monuments, and recent studies on the Roman house. After surveying the status quaestionis of this vibrant subfield of classical studies, students will develop their own research topic, which they will present in class and transform into a substantial, innovative essay. Although the earlier part of the course will focus primarily on material evidence from Rome and the Bay of Naples in the late republic and early empire, students are encouraged to pursue topics beyond these geographical and chronological boundaries for their own research projects. One of the questions we will explore as a group is how the models developed to analyze Roman houses in cities like Rome and Pompeii may

(or may not) be applied to buildings, art works and texts from different parts and periods of the Roman empire.

The main objectives of this course are to introduce students to the interdisciplinary study of the Roman house and to help them build their own interdisciplinary methodology, combining materials and approaches from different areas of classical studies. After a series of introductory sessions focusing on key topics in the study of Roman domestic spaces, students will design and lead sessions on a research topic of their choice. During the latter part of the semester, the group will participate in several “writing workshops” in which they will prepare an original essay of publishable quality.

Instructor: Herica Valladares

CLASSICAL CIVILIZATION

Department of Classics

Fall 2020

CLAS 57H – FYS: Dead and Deadly Women: Greek Tragic Heroines from Aeschylus to Eliot

We will study the heroines of Greek tragedy and the way they appear in later art, drama, music, and film. How and why do these women appeal to the artistic imagination?

Instructor: Prof. Sharon James

CLAS 59 – FYS: Ancient Magic and Religion

Bindings and curses, love charms and healing potions, amulets and talismans – from simple spells to complex group rituals, ancient societies made use of both magic and religion to try to influence the world around them. In this course, we shall examine the roles of magic and religion in the ancient Greek and Roman worlds, paying special attention to their local contexts and to the myths and actual techniques ancient practitioners used to serve their clientele.

In this class, we examine descriptions of religious and magical practices in the multicultural contexts of ancient Greece and Rome. Our sources include literary accounts, legal documents, and material objects, such as inscriptions, amulets, tablets, magical images, and papyri. Additionally, instruction for this class incorporates a combination of locations and technologies, including the the BeAM Makerspaces, the Greenlaw Gameroom, and the Ackland Art Museum. During the course of the term, students will be expected to analyze ancient literature and material artifacts, construct replicas of ancient objects, and explore reconstructions of the ancient Greco-Roman world in video games.

Instructor: Prof. Suzanne Lye

CLAS 122 – The Romans

The aim of this course is to introduce students to some aspects of Roman civilization. In Fall 2020 this course will study the Romans through reading some of the most interesting and influential works of Roman literature from the second century B.C.E. to the second century C.E. Readings will include examples from epic (Vergil, Ovid), history (Sallust, Tacitus), pastoral, didactic, satire (Juvenal), and the novel (Petronius, Apuleius), and selections from shorter works. Topics to be covered in lecture include: the importance of historical context for each work, the reception of Greek culture at Rome, views of the gods, class conflict, the shift from a Republic to one-man rule, how to live under a bad emperor, the authors' sense of belonging to a literary tradition, the interplay (or conflict) between the personal and the political, the texts' views of "virtus" ("manliness," "courage") and of women, how depictions of acts of interpretation within the text may affect our interpretation of the text, and the varying approaches that have been taken to these works.

Instructor: Prof. James O'Hara

CLAS 131/H – Classical Mythology

The purpose of this course is to introduce students to the myths of the ancient Greeks and Romans, the stories about gods, goddesses, and heroes that were told and retold over a period of centuries. The emphasis will be not simply on learning these stories, but on studying them in their historical context. How were they transmitted? What roles did they play in Greek and Roman culture? What can we learn from them about the

way that the ancient Greeks and Romans understood the world around them? In our explorations we will concentrate on literary texts, especially epic and tragedy, but will also consider visual sources, especially vase painting and sculpture. Assessment will be based on regular quizzes, two papers, a midterm, and a final exam. This course satisfies the following General Education Categories: Literary Arts (LA) and World Before 1750 (WB).

Instructor: Prof. James Rives

CLAS 133 – Epic & Tragedy

Anger, grief, love, war, fear, pride, and desire – these are but some of the emotions that heroes experience in their quests for glory and immortality as they face the challenges of their destinies. In this course, we discuss the story of the hero as conceived by the ancient Greeks and Romans in famous works of epic and tragedy. By reading about both male and female heroes from the ancient world, we address questions of what it means to be "human" and discuss how ancient concepts of the heroic and anti-heroic inform our understanding of the human condition. This course introduces (or re-introduces) students to the great epics and tragedies of ancient Greece and Rome, focusing on the exceptional individuals whose stories defined those cultures – and our own. We start with Homer's Iliad and Odyssey. We then follow the stories of epic heroes as they are transformed and interpreted by different authors across different genres and through time, particularly in the tragedies of Aeschylus, Sophocles, and Euripides but also in the later Roman context with Vergil's Aeneid and Ovid's Metamorphoses. In addition to reading translations of these ancient texts, we will look at heroic representation in related media, such as art and film. Class meetings consist of discussions of the readings (mostly primary sources) and brief presentations by the instructor and students throughout the term. Students will keep an informal journal recording their responses, questions, and insights about each reading and will post weekly to the class discussion forums. There will be multiple assessments throughout the term, including short response papers, in-class games, oral presentations, and a final research paper. This course is open to all students, and there are no prerequisites.

Instructor: Prof. Suzanne Lye

CLAS 263/H – Athletics in the Greek and Roman World

Today and in antiquity, to talk about sport is to talk about society. This course inspects the cultures of Greece and Rome, from the age of Homer to the end of the (Western) Roman Empire, through the lens of athletics. We will scrutinize the mechanics and logistics of ancient athletic events while taking up larger issues of interpretation, placing sport within its religious, cultural, and political contexts. We will consider questions such as: How do the ideals embodied in Greek and Roman sport relate to the myths and cultural practices of these societies? How were competitors, whether amateur and professional, regarded and rewarded by their societies? What ethical dilemmas did athletes and audiences face? Why were animals, slaves, and religious minorities subjected to blood-sport in Roman amphitheaters? Why did others freely volunteer to face the same fate? In sum, what legacies and lessons have ancient athletics left for the modern world?

To address these and other questions, students will work with a variety of evidence, including literary texts, historical inscriptions, plastic and pictorial art, as well as physically re-enacting aspects of the ancient events. Students in the supplemental Honors recitation, will closely discuss the extensive battery of theoretical approaches—anthropological, sociological, aesthetic, etc.—that have been applied to sports ancient and modern. No knowledge of the ancient Mediterranean is assumed; all necessary historical and cultural

background will be provided in readings and lectures. Course requirements include short writing assignments, map quiz, midterm, group projects, and a final exam.

Instructor: Prof. Al Duncan

CLAS 720 – Methods, Perspectives, and Resources in Classics

The goal of the course is to provide pre-M.A. students with an overview of the field and of its development, and to teach them about resources and methods that will help them to conduct their own research in an informed fashion. Exercises and assignments will emphasize individual and collaborative research, analysis on matters of textual, literary critical, and cultural interest, and informed, creative engagement with the source material and secondary readings. By end of the course, students will have learned about the history of the discipline, how to go about advanced research in the field, what resources (including digital) are most useful to their work, and how to integrate critical theory into their scholarship. This course is a requirement for the M.A. in Classics, and is open to graduate students only.

Instructor: Prof. Patricia Rosenmeyer

GREEK
Department of Classics
Fall 2020

GREK 101 – Elementary Classical Greek I

This course aims to help the student acquire a thorough grounding in the grammar and syntax of classical Greek, as preparation for reading—for example, Plato, Xenophon, Herodotus, or New Testament. Class meetings include lecture, oral drills, recitation by students, and written exercises. There will be a brief quiz each week, two one-hour tests, and a final exam.

Instructor: Prof. Janet Downie

GREK 203 – Intermediate Greek I

This course focuses on readings in selected classical texts by authors such as Xenophon, Plato, Euripides, and others. The course also incorporates review of the fundamentals of classical Greek grammar and syntax.

Instructor: Prof. Janet Downie

GREK 221/352 – Advanced Greek I/Greek Poetry

The Old Comedy of Aristophanes offers unrivaled insight into the politics, poetics, and personages of fifth-century Athens, an era of remarkable (if sometimes overstated) cultural production and influence. In this combined third- and fourth-year class, we will together read in Greek Aristophanes' *Thesmophoriazousae*, or *The Women at the Thesmophoria Festival*, a play which sheds light particularly on important questions of gender, dramatic genre, and religion—all against the darkening backdrop of the Peloponnesian War.

All students may expect daily translation and grammatical review, supplemented with relevant (mostly brief) readings of secondary scholarship and paced by means of bi-weekly quizzes, culminating in a midterm and final exam. Those enrolled at the 300-level may also expect, as further enrichment, several targeted assignments, some of which will be shared via in-class presentations, as well as a final paper of modest length that reflects original research and/or close literary analysis.

Instructor: Prof. Al Duncan

GREK 901 – Sappho and her Reception

This seminar will read the complete corpus of Sappho in the context of Reception Studies. Fictions of Sappho began circulating within centuries of her death, so that it became difficult early on to separate fact from fiction in her biography. Her biography, in turn, is composed almost entirely from scraps of her own poetry. Topics will be tailored to the interests of the students enrolled, but could take the shape of Roman receptions (e.g. Catullus, Ovid), Early Modern receptions, feminist readings, the recent new papyri along with the complex ethical issues surrounding their publication, and the option of writing a commentary on an individual poem, including its interpretive history.

Instructor: Prof. Patricia Rosenmeyer

LATIN
Department of Classics
Fall 2020

LATN 101 – Elementary Latin I

The objectives of this course are to cover the basic elements of Latin grammar, to give some practice in reading and writing Latin, and to introduce students to Roman civilization through a study of the language of the Romans. Three sections offered.

Instructor: Staff

LATN 102 – Elementary Latin II

The objectives of this course are (a) to complete the study of Latin grammar begun in Latin 1 and (b) to look at some of the social and cultural ideas of the Romans as these are reflected in Latin passages read in class.

Instructor: Staff

LATN 203 – Intermediate Latin I

Latin 203 focuses on reading, translation, and regular grammar review. Readings will come primarily from Sallust's *Bellum Catilinae*. Three sections offered.

Instructor: Staff

LATN 221 – Vergil

Latin 221 is primarily a literature course; our goal is to learn to read in Latin and appreciate selections from Vergil's fascinating epic, the *Aeneid*. We will, however, often review grammar as we study the poem, especially in the earlier part of the course. We will read two books of the poem in Latin (in FA 2020 Books 2 and 8), and the whole in English. Short translation quizzes, two hour-exams and a final, a lot of discussion of Vergil's Latin style (including meter) and the many issues the poem raises, brief secondary readings and class reports, and ten pages of writing including a paper.

Instructor: Prof. James O'Hara

LATN 223 – Ovid

Latin 223 studies one of the masterpieces of Latin poetry, Ovid's *Metamorphoses*, an epic from the Augustan age, which tells hundreds of myths about fantastical transformations. We will read the equivalent of two books of the poem in Latin, and the whole in English, incorporating grammar review as we go; we will also study the reception of Ovid's tales in modern literature and art.

Instructor: Prof. Robert Babcock

LATN 352 – Petronius and the Age of Nero

Our main objective is to read and understand Petronius' great comic novel of first-century Italian life, the *Satyricon*. We will devote roughly two-thirds of the course to reading selections from this text in Latin, with attention to style, grammar, the techniques of satire, and social content. Requirements: daily translation and discussion; one longer presentation on a topic in Roman life and literature in the time of Nero; ten-page

paper; midterm; final exam.

Instructor: Prof. Sharon James

LATN 714 – Readings in Latin Literature of Later Antiquity

A survey of Latin writers from the 3rd to the 5th century, involving extensive readings the *Passio Perpetuae*, Tertullian's *Apologeticus*, the debate of Ambrose and Symmachus on the removal of the altar of victory from the Senate, selections from Augustine's *Confessiones* and *De civitate Dei*, and Jerome's *Letters*; as well as Ammianus Marcellinus' *Res Gestae* and the *Scriptores Historiae Augustae*. The readings and discussions focus on the following themes: conflicts between pagans and Christians, Christian efforts at self-definition, and the status of women in early Christian communities.

Instructor: Prof. Robert Babcock

LATN 762 – Roman Historical Literature: Suetonius

This course examines Suetonius' *De vita Caesarum* in its broader literary and historical context. We will read the entire work in English and, in Latin, the lives of Claudius, Nero, and Vespasian. In addition, we will survey what remains of the rest of Suetonius' writings and trace the wider tradition of imperial biography; the latter will involve study of antecedents (Nepos), contemporaries (Plutarch), and later works (the *Historia Augusta*). We will focus on the following questions: what kind of genre was biography and how does it relate to other genres, especially historiography? How should we understand *De vita Caesarum* in the context of Suetonius' career and other writings? What is the place of imperial biography in the wider political and cultural developments of the imperial period?

Instructor: Prof. James Rives